

BAMBARA

Primary School



2025 Annual Report

Acknowledgement of Country

We respectfully acknowledge the Whadjuk Noongar people, Traditional Custodians of this land-the forest country, and pay our respects to their Elders past, present, and emerging. We commit to being respectful, safe and mindful as we learn, grow and play on this shared land.

Created by Bambara Primary School Staff, 2025

Contents	Page
Acknowledgement of Country	1
From the Principal	2
From the School Board Chair	3
Our Vision / About Us	4
Our Students	5
Our Year 7 Destination Schools	6
Our Staff	7
Links to 2025-2027 Business Plan	8
Our Community Partnerships	9
Building Strong Positive Relationships and Partnerships	10-12
Enhancing Quality Teaching	13-16
Creating an Effective Learning Environment	17-19
Excellence in Leadership	20
Using Resources Effectively	21-24



From the Principal

Welcome to the Bambara Primary School 2025 Annual Report

It is with great pride that I present the 2025 Annual Report for Bambara Primary School. This report reflects a year of learning, growth, and achievement, marking the first year of our 2025–2027 Business Plan. Throughout this report, you will see the milestones, programs, and initiatives that have shaped our school community and contributed to successful year.

Throughout the year, students engaged deeply in all areas of the curriculum and embraced a wide range of extracurricular opportunities. Our strong commitment to academic excellence remained evident through continued improvement in NAPLAN and overall student progress. This was further affirmed during our mid-year Public School Review, which highlighted the strength of our teaching and learning programs.

A significant achievement in 2025 was the completion of our Centre for Excellence project. This work has enhanced teaching quality through targeted professional learning and innovative, evidence-informed practice. Staff continued to refine explicit teaching approaches and collaborate through professional learning communities, ensuring consistent, high-quality instruction across literacy and numeracy. I would like to acknowledge the dedication and professionalism of our staff, whose commitment to student success underpins the progress outlined in this report.

Our whole-school implementation of the Positive Behaviour Support (PBS) framework also continued to strengthen student wellbeing and engagement. PBS has helped build consistent expectations, positive relationships, and a school culture where every child feels safe, supported, and ready to learn. Student leadership, wellbeing initiatives, and our shared behaviour expectations all contributed to a positive, inclusive environment where students demonstrate our school values every day.

The year was enriched by many memorable events that brought our community together and celebrated student achievement. Highlights included the P&C Colour Run, Edu Dance, One Big Voice, STEM projects, and the Year 6 Graduation. Our strong partnerships with the School Board, P&C, and wider community continue to play an essential role in supporting school improvement and ensuring our school reflects the values and aspirations of our families.

As we reflect on 2025, I am incredibly proud of what we have achieved together. Our students' successes are a testament to the dedication of our staff, the support of our families, and the strength of our community partnerships. Thank you for your ongoing commitment to our shared vision.

Looking ahead to 2026 and beyond, we remain focused on high expectations, collaboration, and continuous improvement. Guided by our motto, Collaboration, Excellence, and Lifelong Learning, we will continue to ensure every child at Bambara Primary School is valued, supported, and encouraged to achieve their very best.

Thank you for making 2025 a successful and memorable year.

Warm regards,

Paula Bell
Principal

From the School Board Chair

School Board Report – 2025

School Board members represent parents, community and staff, working with the school to achieve the best outcome for the students. The role of the school board is to provide school governance, so the school's resources are used effectively, and the school's priorities reflect the needs of the students.

Highlights from 2025:

2025 was a strong year at Bambara, with the school board noting the following:

- Growth: At the start of term 1, the school grew by 11 students to 268, and an additional class to 12 classes.
- Government funding: \$1M grant to update our undercover area.
- Participated: 2025 Public School Review as part of the community group along with parents, the P&C and HOOSCI, providing community feedback to the auditors.
- Participated: Member of the panel selecting the new Deputy Principal.
- Reviewed: Bambara's 2025-2027 Business Plan.
- Reviewed: 2024 Annual Report.
- Reviewed: 2025 HOOSCI Deed of License renewal.
- Reviewed: 2025 NAPLAN results.
- Reviewed: Voluntary contributions and booklist for 2026.
- Reviewed: Update on PBS initiative and the impact at Bambara.
- Training: Members attended a two-hour school board workshop at Duncraig SHS.
- Workshop: Andrew Trefry from HelpingMinds presented 'Raising Resilient Children'.

I would like to thank and congratulate Mrs Bell and all the staff at Bambara for the considerable effort to achieve a successful Public School Review, with the following noted by the panel:

"...strong emphasis on building trust and cultivating positive partnerships and a commitment to fostering a united, inclusive community, grounded in clarity, collaboration and continuous improvement..."

The school board is voluntary, and I greatly appreciate the time our board members give: Eddison Baroni (Staff), Paula Bell (Principal), Bianca Correa (Staff), Hayley Harrison (Parent), Jarrad Lahne (Parent), Lyndsey McCarroll (Parent), John Raftis (Community). I would also like to thank our Manager Corporate Services, Meegan Payne & Amanda Wesson for the essential support they provide to the board.

Stephen Armitage

2025 School Board Chair



About Us

Bambara Primary School is a Level 4 Independent Public School located in Padbury, proudly serving approximately 268 students from Kindergarten to Year 6. We are committed to a culture of high expectations and genuine care, where students are central to decision-making and continuous school improvement.

Our mission is to provide engaging and meaningful learning experiences that nurture the whole child. We strive for excellence in every classroom, ensuring all students are supported to succeed, grow, and thrive.

As a Positive Behaviour Support (PBS) school, our shared expectations, **Be Respectful, Be Safe, Be Your Best** are embedded in daily practice. These expectations help create a safe, inclusive, and positive environment where students feel connected and confident in their learning.

Our teaching approach is grounded in evidence-based practice, including explicit instruction, data-informed decision-making, and regular classroom observation and feedback. This consistent, collaborative approach strengthens teaching quality and supports high levels of student progress and achievement.

We value strong partnerships with families and the wider community. Our School Board and active Parents and Citizens (P&C) Association play an important role in fostering trust, community spirit, and shared ownership of school initiatives.

At Bambara Primary School, we are united in our commitment to student success, collaboration, and ongoing improvement, ensuring every child is valued and supported every day.

Our Values



Our Vision

To provide a culture of high expectations and care through collaboration, lifelong learning and excellence. As a culturally responsive school, we will learn in a respectful and safe environment where we are all supported and empowered to grow and be our best selves.

Our Motto

Collaboration, Excellence and
Lifelong Learning



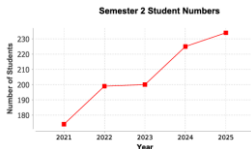
BAMBARA
Primary School

Our Students

The following tables and graphs represent the 2025 student profile, highlighting continued enrolment growth, reaching 268 students by the end of 2025. We strengthened our school promotion process and increased our communication with the community. We implemented strong Kindergarten induction processes and strengthened relationships with community childcare providers.

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	35	38	36	37	34	27	27	251
Part Time	34								



Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	13	15	121		149
Female	21	20	78		119
Total	34	35	199		268

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	1	5		8
Non-Aboriginal	32	34	194		260
Total	34	35	199		268

Student Attendance

A positive school culture has fostered high attendance rates, with Bambara Primary School continuing to improve attendance rates each year.

Business Plan Target 3.1

The school's overall attendance is above Like Schools and WA Public Schools. **Achieved**

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	92.8%	88.9%
2024	92.9%	89.4%
2025	93.1%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	92%	93%	92%	93%	92%	94%	94%
2024	93%	94%	94%	93%	92%	94%	92%
2025	92%	94%	94%	93%	93%	93%	94%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%



Year 7 Destination Schools

Bambara Primary School students are within the Duncraig Senior High School local-intake area. Our 2025 Year 6 cohort went to the following destinations for the beginning of their high school education in 2026.

2026 school destinations of the 2025 student cohort

Destination School	Male	Female	Other	Total
Duncraig Senior High School	14	6	0	20
Belridge Secondary College	1	1		2
St Georges College	0	1	0	1
Woodvale Senior High School	1			1
Perth Modern		1		1
Alta One	1			1
Wanneroo Senior High School	1			1
Total	18	9	0	27



Our Staff

The following table outlines the staffing profile for Bambara Primary School in 2025. All new appointments were made through a rigorous merit-selection process, ensuring that staff members align strongly with the school's ethos and meet the identified needs of our students and community.

In 2025, we welcomed four new staff members to Bambara Primary School: Katie Hodson – Science, Jess Nixon – Art, Lisa Castleden – Year 5/6, Lily Tiller – Education Assistant. Throughout the year, staff members were also identified to take on leadership roles within our English and Positive Behaviour Support (PBS) programs. These roles strengthened staff leadership, enhanced curriculum support, and contributed to the development of consistent whole-school practices. In addition to our teaching staff and education assistants, Bambara Primary School benefits from the services of a school chaplain and a school psychologist, further supporting student wellbeing and engagement across the school.

	No	FTE
Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	1	1.0
Total Administration Staff	2	2.0
Teaching Staff		
Other Teaching Staff	18	13.2
Total Teaching Staff	18	13.2
Allied Professionals		
Clerical / Administrative	3	2.0
Gardening / Maintenance	1	0.6
Other Allied Professionals	11	6.0
Total Allied Professionals	15	8.6
Total	35	23.8



2025 • Bambara Primary School Staff



Front Row: Masida Sparks, Nikkie Pickering, Melissa Jarvis, Paula Bell, Eddison Barons, Bianca Correa, Lily Tiller, Nina Nyomrat
Second Row: Luy O'Callaghan, Joscelyn Bell, Meegan Payne, Angela Plummer, Julie Stanforth, Elizabeth Parker, Sandra Beloso
Third Row: Vicky Roddy, Amanda Wesson, Donna Marwick-O'Brien, Paula Kervin, Michele Berlinger, Michael Prokops, Lisa Castleden, Shelley Harrington Fielding
Absent: Alrouz Akbarian Rashvarlou, Jadie Alden, Melanie Aniscombe, Paul Beard, Carolin Dymock, Caitlin Fletcher, Kathryn Hodson, Skye Johnson, Kaye Leckie, Stephanie Liu, Mia Milligan, Michelle Morescroft, Jessica Nixon, Gae Pavlic, Cassie Walsh, Rebecca Wilson

Principal: Mrs Paula Bell

Links to the 2025-2027 Business Plan

Our Priority Areas

- Building Strong Positive Relationships and Partnerships
- Enhancing Quality Teaching
- Creating an Effective Learning Environment
- Using Resources Effectively
- Developing Excellence in Leadership

The school will use the School Improvement and Accountability Framework to self-assess performance in strategic priority areas throughout the 2025-2027 Business Plan. This process is an ongoing and continuous cycle incorporating input from staff, students, and the community. The processes and procedures outlined in the business plan will result in successful students by embedding well-being, engagement, and learning through our 5 priority areas. The business plan is reported to our school community through our annual report and was validated by our successful Public School Review, mid 2025.



Public School Review – School Self-Assessment Validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school reported that the Public School Review served as a meaningful and structured opportunity to reflect on progress, practices, and priorities.
- All staff actively contributed to the process through multiple opportunities to share evidence and insights, ensuring each domain reflected comprehensive, authentic, and representative views of classrooms and the school.
- The Electronic School Assessment Tool (ESAT) submission succinctly captured the school's improvement narrative, describing the school's priorities and how these relate to the values and aims of the local community.
- Validation discussions strengthened the review team's understanding of evidence in the ESAT submission. Participants delivered strong, consistent messages throughout discussions that built on claims across all domains.
- A comprehensive representation of parents, Board and P&C added value to the validation with their authentic observations on the school's performance.
- Student representatives engaged enthusiastically, speaking confidently, showcasing the student agency focus and strong community leadership potential.



Building Strong Positive Relationships and Partnerships

Key Events in 2025

- P&C Term 1 Community Picnic
- Instrumental Music Program
- Year 6 Camp at Ern Hal
- Harmony Week
- ANZAC Day
- EduDance
- NAIDOC incursion
- Book Week
- Interschool Cross Country
- Athletics Carnival
- Kindy Carnival
- School Sport WA
- P&C Colour Run
- Guide Dogs Australia
- Clean Up Australia Day
- One Big Voice Concert
- Helping Minds
- Ride to School Day
- Walk to School Day
- Bambara Fun Day
- P&C Quiz Night
- P&C School Disco
- P&C Movie Night
- Bike Education
- Stargazing Night
- STEM week
- 'End of Year Extravaganza'
- Bambara Art Exhibition
- Year 6 Surfing



EDU-DANCE



Helping Minds



gravity
discovery centre
and observatory



Guide Dogs
WA



Community Links



Clean Up



St John



Eat Up.



North
Metropolitan



BAMBARA
Primary School

Building Strong Positive Relationships and Partnerships: Cultural Responsiveness

Key Achievements:

Cultural responsiveness is part of daily practice, with student-led Acknowledgements of Country, culturally relevant resources, and Aboriginal-themed literacy programs. Whole-school initiatives such as Aboriginal art projects and a student council-led 'Word of the Fortnight' focus, foster cultural pride and awareness. (PSR commendation)

- ✓ **Acknowledgement of Country:** We show awareness of and respect for the traditional custodians of the land upon which we meet at assemblies, staff meetings and formal events. Students developed class Acknowledgement of Countries to reflect their level of understanding, paying respect to Indigenous Australia. An Acknowledgement of Country is included in school reports such as the Annual Reports and the Business Plan.
- ✓ **Indigenous Incursions:** Sean Choolburra entertained our whole school bringing dancing, stories, painting, music and cultural artefacts. Students were enthralled that he was also the voice of a Bluey character. Other cultural excursions included Kings Park, Herdsman Lake, and learning about the Carnaby Black Cockatoo, and Western Swamp Tortoise.
- ✓ **Noongar Language:** Noongar seasons and language is introduced at Monday morning news, fortnightly newsletters, assemblies and classroom programs.
- ✓ **Harmony Day:** Harmony Day is celebrated with students wearing cultural dress or orange to signify that 'we belong'. The whole school assembly showcased the learning and music and was well-attended by families and friends.

Where to in 2026:

- Use the **Aboriginal Cultural Standards Framework** to map and embed culturally responsive practice across the school and to further inform the school's Cultural Awareness Operational Plan/Reconciliation Action Plan (PSR recommendation).
- **Liaise with Indigenous educators** to ensure authentic voice, professional learning and feedback on progress with infusing perspective across the curriculum and within our learning and physical environments.
- **Harmony Day Rocks:** An inclusive whole-school initiative where the school community design and decorate rocks representing their culture and used to create a Harmony Garden that celebrates diversity, connection, and belonging.
- **Curriculum:** Continue to embed cross-curriculum priorities across the English Block, HASS, Science, Maths, and other areas creatively increasing ethical and intercultural understandings and supporting students to be active, respectful, and informed citizens.



Building Strong Positive Relationships and Partnerships

National Schools Parents Opinion Survey

Business Plan Targets and Progress

1.1 When surveyed (National Schools Opinion Survey), more than 80% of parents/carers agree that the school has a positive relationship with the local community.

1.2 When surveyed (NSOS), more than 80% of parents/carers agree that the school communicates well with parents.

2.3 When surveyed (NSOS) more than 80% of parents/carers agree that their child's learning needs are being met at this school.

3.2 When surveyed (NSOS), more than 90% of parents/carers agree that their child feels safe at this school.

3.3 When surveyed (NSOS), more than 80% of parents/carers agree that student behaviour is well managed at this school.

5.1 When surveyed (NSOS), more than 80% of parents/carers agree that this school is well-led.

2025 Progress Towards Business Plan Targets & Achievements

- An inclusive and multi-faceted communication strategy keeps families well-informed and engaged. Connect, ClassDojo, Microsoft Forms and Sway, the updated school website, and regular updates via newsletters, Facebook and SMS alerts, ensure communication is timely, accessible, and responsive. (PSR commendation) Targets 1.1, 1.2, 5.1.
- Stronger and aligned communication embedded through introduction of Phase 1 Compass. Target 1.2
- Responsiveness to parent surveys is strong and confirms the school as having an inclusive culture with high levels of student safety, positive staff relationships, and confidence in school leadership. Community events and P&C involvement are valued and reinforce the school's strong family and community focus. (PSR finding) Targets 1.1, 1.2, 3.2, 3.3, 5.1
- Completed stage 2 of PBS training to continue to provide clear direction of whole-school approaches to promoting positive behaviour. Targets 1.2, 2.3, 3.2, 3.3, 5.1

Where to in 2026

- National Schools Parent Opinion Survey to be completed in 2026.
- Engage parents in ongoing communication to improve their understanding and appreciation of school-wide processes and programs, enhancing the partnership centred on students' learning.
- Build the School Board's community profile, promoting its governance and advocacy responsibilities.
- Developed stronger behaviour management processes that define major and minor behaviours, including effective recording and office support systems.
- Complete stage 3 PBS.
- Complete Phase 2 Compass.



Building Strong Positive Relationships and Partnerships

Padbury Community Kindergarten

Padbury Community Kindergarten is linked with Bambara PS and is located directly opposite the school.

Key Achievements:

- In 2025, Padbury Community Kindergarten ran two full groups for the sixth consecutive year.
- Padbury Community Kindergarten upgraded its soft fall surfacing around its playground thanks to the generous support of MLA Caitlin Collins.
- They also used funds to complete much-needed upgrades to their reticulation system.
- Students' learning was enhanced through a variety of incursions, including the annual ACHWA Hospital incursion and the Travelling Farm.
- The students also enjoyed hands-on Science learning by observing the life cycles of monarch butterflies, stick insects, and silkworms.
- The end-of-year Purple Day Celebration brought both groups together for a fun-filled day of sensory activities.
- Padbury Community Kindergarten's annual PCK Lap-a-thon was a highlight of the year, where children demonstrated incredible energy and perseverance, completing up to 21 laps of an obstacle course!



Enhancing Quality Teaching

Key Achievements

- ✓ **Centre for Excellence partnership** - build teachers' capacity to develop, strengthen and extend explicit literacy teaching practices. Staff attended professional learning through Statewide Services and our partner school Warriapendi PS on Reading and Writing Daily Reviews, Dibels assessment and data analysis, Strategy - Reading with a Pencil, Scope and Sequence documentation,
- ✓ **AERO partnership** continued with researchers attending Bambara PS to interview staff and watch lessons on the explicit teaching of Literacy.
- ✓ **Daily Reading Reviews:** All classes refined and improved daily reading reviews to consolidate students' understanding of previously taught skills. Daily Reading Reviews were embedded across all classes.
- ✓ **DIBELS testing:** Whole school DIBELS testing undertaken in the middle and end of the year across Years 1 to 6.
- ✓ **Consistent Literacy Block:** All class literacy blocks have a set format incorporating reading review, spelling/phonics, paired reading fluency, shared reading, writing and handwriting.
- ✓ **PLD** – consolidation of explicit teaching of phonics from Kindergarten to Year 1. Introduce PLD for Year 2.
- ✓ **Book Week Celebrations:** We marked Book Week with our annual dress-up day, a multitude of literacy activities including 'The Masked Reader' and a Where's Wally hunt around the school.
- ✓ **Whole-school Maths Audit:** Resources at the school were reviewed and audited and distributed appropriately aligned to curriculum and student needs.
- ✓ **Maths PL:** Oxford Maths staff provided updates on new program

Where to next in 2026

- Engaged LDC services to provide PL during staff meetings, focusing on Text Based Units (comprehension), in-class observations, coaching and feedback.
- Focus on Yearly Overviews in Literacy.
- Explicit teaching of Handwriting, Vocabulary, Grammar and Syntax across the school.
- Revisiting Talk for Writing scope and sequence and reading spine.
- Increase Maths focus on Maths PL, run by a newly appointed Mathematics leader.



Enhancing Quality Teaching NAPLAN Data

Key Achievements

- ✓ Bambara Primary School students continue to perform at Expected and Above Expected levels in all areas of NAPLAN Assessment.
- ✓ Students perform above Like Schools and WA Public Schools in all areas.
- ✓ Percentages of students in the Strong and Exceeding categories of NAPLAN are above expected.

2026 Improvements

Due to the increase in students achieving in the developing range in Yr 5 writing, Year 3 spelling and Year 3 grammar, we have engaged with the West Coast Language Development Centre (LDC) for further Professional Learning, in-class observations, coaching and feedback. Special Education Need (SEN) plans are developed to target individual student learning goals in these areas.

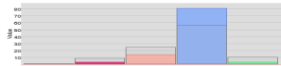
NUMERACY

Cohort: Year 3 BAMBARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Proficiency

Filters: All Students



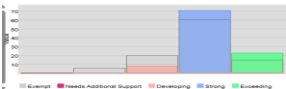
84% of Year 3 students in strong or exceeding proficiency bands for Numeracy.

Cohort: Year 5 BAMBARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Proficiency

Filters: All Students



92% of Year 5 students in strong or exceeding proficiency bands for Numeracy.

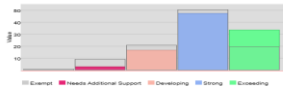
READING

Cohort: Year 3 BAMBARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Proficiency

Filters: All Students



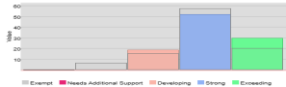
80% of Year 3 students in strong or exceeding proficiency bands for Reading.

Cohort: Year 5 BAMBARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Proficiency

Filters: All Students



82% of Year 5 students in strong or exceeding proficiency bands for Reading.



Enhancing Quality Teaching NAPLAN Data

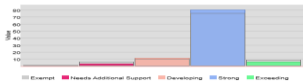
WRITING

Cohort: Year 3 BAMBARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Writing - Proficiency

Filters: All Students



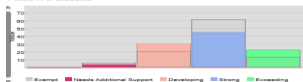
86% of Year 3 students in strong or exceeding proficiency bands for Writing.

Cohort: Year 5 BAMBARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Proficiency

Filters: All Students



66% of Year 5 students in strong or exceeding proficiency bands for Writing.

SPELLING

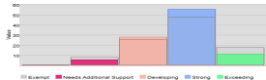
67% of Year 3 students in strong or exceeding proficiency bands for Spelling.

Cohort: Year 3 BAMBARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Spelling - Proficiency

Filters: All Students



85% of Year 5 students in strong or exceeding proficiency bands for Spelling.

Cohort: Year 5 BAMBARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Spelling - Proficiency

Filters: All Students



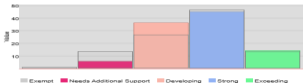
GRAMMAR

Cohort: Year 3 BAMBARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Grammar - Proficiency

Filters: All Students



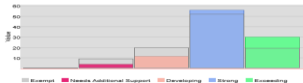
58% of Year 3 students in strong or exceeding proficiency bands for Grammar.

Cohort: Year 5 BAMBARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Grammar - Proficiency

Filters: All Students



86% of Year 5 students in strong or exceeding proficiency bands for Grammar.

Enhancing Quality Teaching Physical Education, Health and Wellbeing

Key Achievements

2025 saw an increased focus on physical education to improve the health and well-being of our students.

- Fitness testing was implemented to compare student results and improvement.
- Before school, Morning Fitness and Running Clubs were well attended by students.
- Introduced running club rewards and QR code lanyard to track laps completed.
- Students had access to a variety of sporting activities and clinics, including athletics, bike education, tennis, golf, rugby and football.
- Bambara Primary School increased participation in competitions through association with School Sport WA, Basketball & Soccer.
- Sport uniforms for soccer teams and basketball teams.
- Winning the A-Division Soccer Lightning Carnival.
- P&C funded faction-coloured marquees for sporting events.
- Friday morning soccer sessions and training was introduced.
- Students representing Bambara against all schools around the state in the "Champions of Champions" carnival at UWA Little Athletics.

Where to next in 2026:

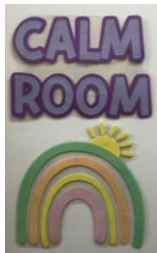
- Specialist Coach Programs in Physical Education lessons.
- Build connections with community sporting groups.
- Continued focus on before school sporting programs.
- Increase running club participants.
- Incorporate SEDA in the education process.
- Continued involvement of School Sport WA Carnivals.
- Compete in our first Futsal School Sport WA Carnival.
- More students competing in the Primary Track & Field "Champion of Champions" event at UWA Little Athletics.



Creating an Effective Learning Environment Student Engagement

Key Achievements

- ✓ **Communication:** Strong and consistent communication with families was maintained through Compass and fortnightly newsletters. Regular, timely updates strengthened home-school partnerships and supported positive community engagement.
- ✓ **Calm Room:** A dedicated Calm Room was established within the office area to support students requiring emotional regulation, de-escalation or a restorative reset, contributing to improved wellbeing and readiness to learn.
- ✓ **MindUP:** Bambara Primary School explicitly implements MindUP, an evidence-based social and emotional learning approach grounded in neuroscience. The program supports students to develop attention skills, manage stress through brain breaks, act with empathy and build resilience when facing challenges.
- ✓ **Year 6 Mural:** A collaborative Year 6 mural was completed with the support of the school's Art specialist, providing students with an authentic creative project that fostered teamwork, pride, and a strong sense of belonging.
- ✓ **P&C Fundraising:** Funds raised by the P&C were strategically invested to enhance student engagement and outdoor learning opportunities. Purchases included outdoor learning tables, two soccer goals, shade sails and tables for group work, significantly improving the functionality and appeal of outdoor spaces.
- ✓ **School Beautification Project:** In 2025, the school commenced its Beautification Project, focused on developing a sustainable school garden. The project aims to reintroduce native flora, support ecological restoration and increase biodiversity, while aligning with the Aboriginal Cultural Standards Framework and Bambara Primary School's Reconciliation Action Plan (RAP).
- ✓ **Morning clubs:** A wide range of morning and after-school clubs were offered to support student wellbeing, engagement and skill development. These included Numero, Morning Fitness, Running Club, Yoga, Gardening, Soccer and Choir, providing inclusive opportunities for students to connect, be active and pursue personal interests.



Creating Effective Learning Environment

Positive Behaviour Support (PBS)

Key Achievements

- ✓ **Positive Behaviour Support (PBS):** The PBS team, consisting of teaching staff, specialist staff, Education Assistants and the school administration team meet each term to plan and review PBS implementation.
- ✓ **PBS Team Professional Learning:** The PBS team attended Phase 2 intermediate training for WA PBS implementation. PBS team have dedicated time to support implementation and guide the school during staff meetings and school development days.
- ✓ **PBS Visuals:** New PBS Values visuals of the overarching behaviour expectations are displayed in the front office and in various places around the school. The Behaviour Matrix is displayed in all classrooms and heavy traffic locations.
- ✓ **Explicit Expectations Lessons:** A documented system for teaching behavioural expectations to students on an annual basis has been developed. Lessons are explicitly taught on a fortnightly basis and included in classroom daily reviews.
Acknowledging expected behaviours: An acknowledgement system has been developed and is used to encourage expected behaviours using ClassDojo, which is directly aligned with the three behaviour expectations: Be Safe, Be Respectful, Be Your Best.
- ✓ **Trauma informed practice PL:** To upskill staff and provide strategies in supporting students that have a trauma background.

Where to next in 2026:

- **Professional Learning:** PBS team to continue attending professional learning – the next phases are final team leader training and final team training.
- **Data:** Collect data from teachers and administration about the types and frequency of behaviours in the school determine approaches to behaviour foci and how to respond to behaviours.



Creating an Effective Learning Environment

Specialist Classes

Bambara Primary School provides a range of specialist classes to all students. Each specialist area is taught by a specialist teacher, who reports on student achievement for that learning area.

- Physical Education - see p. 16
- Indonesian
- Music - Participation in One Big Voice and the Lighting of the Christmas Tree at Whitfords. Music Club and Choir continued as before and after school clubs.
- Art – commenced in 2025
- Science – commenced in 2025
- Instrumental Music Program – Clarinet and Brass specialist teachers attend Bambara PS weekly.



Excellence in Leadership

Key Achievements -Staff

- ✓ Staff Leaders – staff leading curriculum areas have conducted Professional Learning (PL) to staff in staff meetings.
- ✓ PLT – Staff given PLT meeting time to collaborate in like year groups.
- ✓ Begun implementing and continuing to adapt and consolidate instructional coaching framework to support whole-school consistency and low variance aligned with explicit teaching.

Where to next in 2026:

- Additional ECE Literacy and Maths Leader.
- Providing increased planning and collaborative time for Middle leaders to support their progress and development in their respective curriculum areas.
- Increased opportunities for instructional coaching cycles to take place.

Key Achievements - Students

- ✓ Student Councillor meetings - Each week, our student leaders meet with the administration team to discuss school priorities and different roles to be carried out by our leaders. Leaders are given a voice at meetings to share ideas on ways to improve the school.
- ✓ Student leaders to participate in leadership meetings.
- ✓ Weekly PA Announcements - Students have begun weekly whole-school communication over the PA system.
- ✓ Inclusion of Acknowledgement of Country and Noongar word of the fortnight and seasons during weekly morning announcements.

Where to next in 2026:

- Introduction of Sustainability Leaders to coordinate sustainability initiatives including Containers for Change, Kitchen Garden, Wormies and whole-school recycling.



Using Resources Effectively & Strengthening Our Community: P&C Report

In 2025, the Bambara Primary School P&C continued to focus on strengthening our connected school community while giving back in meaningful ways that support student wellbeing, learning and play.

We brought families together through a range of much-loved events, including the Welcome Picnic, school disco, second-hand book sale, Mother's and Father's Day stalls, bake sales, raffles and our ever-popular Colour Run, which featured a new foam injection, adding excitement and fun for students. The P&C hosted a Quiz Night for parents, a fantastic social event and a wonderful way for our parent community to connect and have fun together.

A highlight of the year was hosting the interschool sports carnival, giving us the opportunity to showcase the incredible community spirit, teamwork and hospitality that makes our school so special to visiting schools and families. The P&C was proud to support the day by hosting a bake sale during the carnival, which was a great success and added to the welcoming atmosphere of the event. We finished the year with a bang by hosting the inaugural Christmas Extravaganza, which saw students perform in a concert for families before celebrations continued with a Christmas stall supporting local small businesses. Families then gathered for a picnic on the oval, enjoying each other's company and rounding out the year in true community spirit.

Thanks to the ongoing generosity and support of our school community, we were able to give back in ways that will have a lasting impact. This included funding new shade sails within the school grounds, providing much-needed sun protection for students, as well as contributing to the installation of permanent soccer goals on the oval to support active play and sport. We also contributed towards a family star gazing night, creating an opportunity for students and families to learn and connect together beyond the classroom.

In addition, we injected much-needed funds directly back into classrooms, supporting the purchase of specialty desks, updated education support materials including reading books, and sensory resources to help children regulate, feel comfortable and thrive in their learning environments. We were also proud to support each term reward day, helping celebrate students' hard work, achievements and positive efforts throughout the year.

These contributions reflect our commitment to supporting not only the broader school community, but also the everyday needs of students and staff. We are incredibly proud of what has been achieved together in 2025 and grateful for the volunteers, families and supporters who make it possible. We look forward to continuing to build a supportive, inclusive and fun community for all Bambara families.

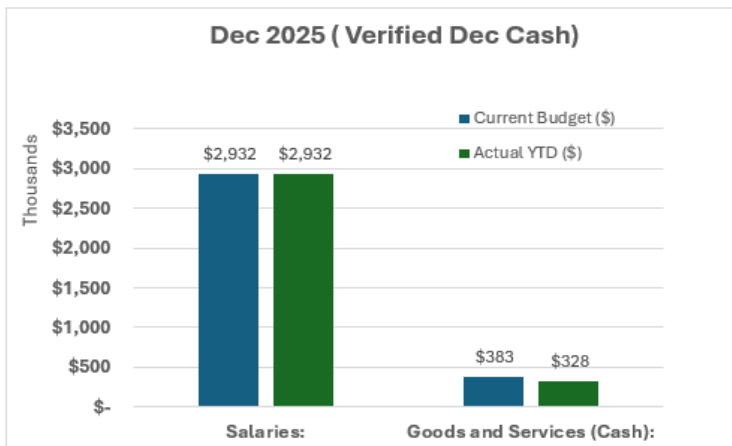
Trish Figliomeni - P&C President



Using Resources Effectively: 2025 Financial Summary for Annual Report

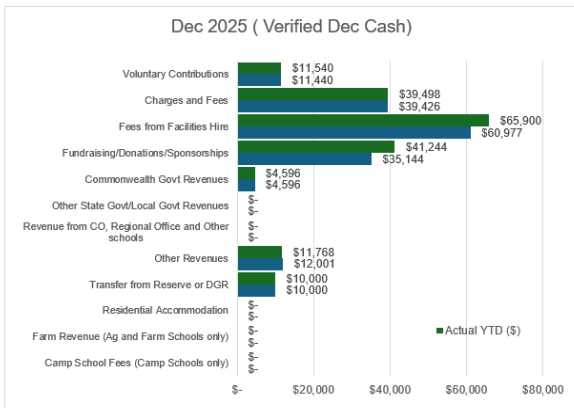
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	31,877	31,877
Carry Forward (Salary):	25,125	25,125
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,107,779	3,107,779
Locally Raised Funds:	173,584	184,546
Total Funds:	3,338,364	3,349,326
EXPENDITURE		
Salaries:	2,932,223	2,932,223
Goods and Services (Cash):	382,979	328,272
Total Expenditure:	3,315,201	3,260,495
VARIANCE:	23,163	88,831

Goods and Services (Cash) Expenditure vs Salary Expenditure Summary

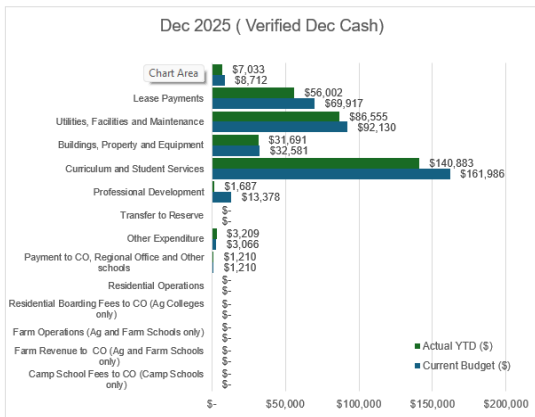


Using Resources Effectively: 2025 Financial Summary for Annual Report cont...

Locally Generated Revenue (Cash) – Budget vs Actual



Goods and Services (Cash) Expenditure – Budget vs Actual



Using Resources Effectively

Student Centred Funding 2025

The priority at Bambara Primary School is ensuring that funding is student-centred and that decisions are based on the positive impact on student outcomes. The majority of funding for operational costs associated with student education is received from the Western Australian and Australian Governments. These funds are allocated to staff costs, school operating costs, capital works, furniture and equipment, maintenance, teaching materials and equipment, information technology, and student support services.

Voluntary contributions, fundraising, sponsorships, and donations from the P&C also supplement the funds required to fund the school. The cost of course materials, services, and extracurricular activities (swimming, EduDance) is met jointly through school grants, parent contributions, charges and fees, and fundraising.

In 2025, Voluntary Contributions rates were 72%. Efforts were made to encourage parents to pay their contributions, including reminders in newsletters and a prize draw every term.

Per Student Funding – At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	34.00		\$191,148.00
Pre-Primary	36.00		\$351,612.00
Year 1	38.00		\$371,146.00
Year 2	35.00		\$341,845.00
Year 3	36.00		\$351,612.00
Year 4	33.00		\$269,313.00
Year 5	27.00		\$220,347.00
Year 6	25.00		\$204,025.00
Total	264.00		\$2,301,048.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	4.00	\$8,218.00
Disability	6.00	\$138,982.00
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	30.42	\$24,656.43
	Sub Total	\$171,856.43
School Characteristics		
Enrolment-Linked Base		\$443,378.59
Locality		\$0.00
	Sub Total	\$443,378.59
Total		\$615,235.02

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Disability and Inclusion Support	\$2,969.33
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$12,159.27
Targeted Initiative: National Quality Standard Implementation	\$659.85
Targeted Initiative: Sporting Schools Programme	\$6,250.00
Targeted Initiative: WA Centre for Excellence in the Explicit Teaching of Literacy	\$5,000.00
Total	\$52,888.08

Operational Response Allocation (Detail)

	Amount
Operational Response: Community Kindergarten Linked School Support	\$20,337.97
Operational Response: Host School Psychologists	\$600.00
Operational Response: School Budget Review Committee Adjustment	\$35,877.00
Operational Response: Targeted Funding to Schools	\$980.00
Operational Response: Teacher Relief - Curriculum Assessment and Strategic Policy	\$659.85
Total	\$58,454.82

